



Mickleover  
Primary School

2021/22  
Brochure



Headteacher's Welcome	1
Our Vision	2
Governing Body	3
The Staff	4
The School Day	5
Attendance	6
Admission of Pupils	7
Organisation & Teaching	8
Storage of Information on Computer	9
Secondary Education	10
The Curriculum	11-18
Parents & Teachers	19
Your Child's Progress	20
Before & After School Clubs	21
Special Needs	22
Safeguarding	23
School Uniform	24
Health & Safety	25
Infections & Medicines	26
School & The Community	27
Safety	27
School Meals	28
Extra Curricular Activities	29
Homework	29
Parents' Voluntary Contributions	30
Visits & Visitors	31
Raising Concerns	32
Holidays	33



## Headteacher's Welcome

Welcome to Mickleover Primary School. Your child is about to embark on the first stage of his/her school life. This will be a shared adventure for us all and one where, hopefully, we all have high expectations for the success of your son/daughter.

In 1987 Mickleover Primary School was judged by the Government Inspectorate Ofsted to be one of the top primary schools in the country. This assessment was based on a very thorough and rigorous inspection. Since then everyone in the school has worked very hard to maintain that standard. Previous Ofsted Inspections, in September 2005, November 2008 and December 2013 and July 2018 have confirmed that there has been sustained high performance.

Moral and social development are strengths of our school and our pupils show respect for each other and for the staff; they are able to tell right from wrong and they develop responsible attitudes. Our school is a happy, caring community.

The opportunities for your child to succeed are considerable. However success and happiness for your child will only be achieved through a real partnership between school and parents. I am sure we will work together supporting, encouraging and praising achievement. We look forward to receiving and caring for your child.

Lynne Gerver



## **Mickleover Primary School**

Our vision is to create a community where we are:

Motivated to Learn

Proud of our Achievements

Successful and skilled for life



## Governing Body

### **Parent Governors**

Mrs Rachel Brailsford

Mrs Julia Roberts

### **Local Authority Appointed**

Mr Peter Barker

### **Co-opted**

Mr Stephen Handsley

Miss Ifza Shakoor

### **Headteacher**

Mrs Lynne Gerver

### **Staff Governors**

Mrs Nicola Goozee

Mr Sean Welsh



## The Staff

### Senior Leadership

Mrs L Gerver	(Headteacher)
Mr S Welsh	(Asst. Headteacher KS1)
Mrs K Halliday	(Asst. Headteacher KS2)
Mrs L Powell	(Business Manager)

### Office Staff

Miss L Evans  
Mrs L Williams

### Cleaning Staff

Mrs L Cole  
Mrs J Murray

### Facilities Manager

Mr T McGill

### Midday Staff

Mrs A Umar  
Mrs J Clarke  
Mrs C Doherty  
Mrs A Faisal  
Mrs L Hayward  
Miss T Kasim  
Mrs J Murray  
Mrs S Sharif  
Mrs E Waring  
Miss A Zamarripa

### Catering Staff

Mrs E Hutchinson  
Mrs L Cole  
Miss H Lyamuya  
Mrs S Rowland

### Before & After

### School Club

Mrs S Radford  
Mrs N Burman  
Mrs T Marinelli  
Mrs J Murray  
4

### Teaching Staff

Mrs L Backler	Mrs S Branch
Mrs R Fox	Mrs E Cochrane
Mrs R Hilton	Mrs K Wright
Mrs J Whittingham	Mrs S Sharpe
Mrs E Clennell	Mrs E Tanner
Mrs N Goozee	Mrs A Fasey
Mrs H Watson	Mrs E Harrison
Mrs H Wildsmith	Miss A Moran

### Higher Level Teaching Assistants

Miss Z Neild

### Teaching Assistants

Ms O Begum	Miss R Chee
Miss S Whittaker	Mrs W Harrold
Mrs A McNeil	Mrs V Fowler
Mrs S Penna	Mrs J Makwana
Mrs P Gregson	Miss K Burgess
Mrs H Arnold	Mrs P Wild
Mrs S Tidbury	Mrs L Walker
Mrs S Whitmore	Miss C Allen
	Miss H Howe

### Child Protection & Inclusion Team

Mrs H Coyle                      Mrs S Massey

# The School Day

Due to current Covid guidance the school day is slightly different, please refer to your Parent information booklet

<b>School Begins</b>	8.55am
<b>Morning Playtime</b>	10.15am - 10.30am or 10.35am - 10.50am
<b>Lunch Break</b>	11.55am - 1.10pm (Infants) 12.15pm - 1.20pm (Juniors)
<b>Afternoon Playtime</b>	2.40pm - 2.50pm (Infants only)
<b>School Finishes</b>	3.20pm

Every effort should be made to ensure that no child arrives at school before 8.45am, after which time the gates will open and the children will go straight into class, taking responsibility for their own bag and coat. If your child arrives after 8.55am please make sure you sign them in at the school office.

We like to encourage independence in our children and therefore request that once the children have been at school for a year and are in Year 1, they begin to make their own way around onto the playground at the start of the day, once they feel ready to do so.

At the end of the day, Year 1 parents can wait next to the soft play area until the children are brought out onto the playground by their class teacher. It is important that you wait here so that the teachers can see whose parents are here. Also, please keep younger children with you in that area. If you would like your child to meet you at the front of school, please let the class teacher know. From Year 2 onwards many children will feel able to make their way round to you at the front of school and we will begin to encourage the children to do this during the year ready for their transition to KS2.

Children are encouraged to come to school on their bikes and scooters, which can be stored in our cycle shelters at the front of school – please note children must walk their bikes/scooters once they come through the school gates.

# Attendance

It is important to make sure that your child is present for the start of the school day. When a child continually arrives late it is very worrying and upsetting for the individual. Their general performance is affected and also there is a disruptive effect on the organisation of the class.

Regular and punctual attendance is vital in helping to ensure that each child receives the continuity of education that will aid satisfactory progress with their learning and development. We expect the fullest possible attendance.

Parents are responsible for:

- 1) Ensuring that children arrive at school no earlier than 8.45am and no later than 8.55am.
- 2) Avoiding taking children out of school during term time.
- 3) Notifying school before 8.55am if their child cannot attend.

The school will be responsible for alerting parents as soon as possible when their child is absent (and the school has not been notified). In cases of prolonged and unexplained absence, or regular late arrival for school, you will be contacted by the Headteacher or the Education Welfare Officer (Education Office). For further details of our Attendance Policy, please the school website.

## **Appointments**

If you need to take your child out of school for any reason during school hours, please notify the school office or class teacher and arrangements will be made for you to collect them from the school office. Under no circumstances will a child be released from school on his or her own to attend an appointment.

## **Term Time Absence**

Due to recent changes in Government policy, no term time absences will be authorised for reasons that are not considered to be exceptional such as:

- Availability of cheap holidays and cheap travel arrangements,
- Days overlapping with the beginning or end of term,
- Holidays for family weddings.

Exceptional circumstances could include serious family illness or bereavement or involvement in court proceedings.



# Admission of Pupils

We operate a one point entry system for the children in Foundation Stage which precedes Key Stage 1 of the National Curriculum. The time children spend in Reception is referred to as Foundation Stage 2 (FS2). It is now recognised that the early years are a distinctive and important phase of children's development in their own right.

Consequently, it has its own special programme for learning, the Early Years Foundation Stage. Each child's progress and achievements will also be monitored and recorded in a Foundation Stage Profile and discussed with parents.

Provision will be made for a preliminary visit for all children prior to them starting school.

The maximum admission number for the Reception Year from 2019-20 onwards is 60. We have two classes in each year which means a maximum of 30 children per class.

Parents who wish their child to attend Mickleover Primary School should contact Derby City Council Primary School Admissions Team, phone no. Derby 642730, with details of their child.

Places will be allocated based on the following order of priority.

- 1) Children living in the normal area served by the school.
- 2) Children not living in the normal area served by the school but who have brothers or sisters attending the school at the time of admission.
- 3) Other children whose parents have requested a place.

## **Preliminary Visits**

Arrangements are made to show prospective parents around the school. Please contact the school office for an appointment.

All parents of new children are requested to complete an Emergency Information Form; this includes an alternative contact to yourself in case of emergency.

It is important that all contact details are kept fully up to date and any changes should be notified to the School Office as soon as possible.



## Organisation & Teaching

The school is divided into 14 classes as shown below. Each class is made up of children with varying abilities. Within these classes, programmes of work are prepared to suit the needs of groups of children at similar stages of development and also to suit the needs of individuals within the groups. By arranging the work in this way it is our aim to ensure that each child develops at a pace best suited to his/her ability.

<b>FS</b>	<b>2 Classes</b>	Reception
<b>KS1</b>	<b>2 Classes</b>	Year 1
	<b>2 Classes</b>	Year 2
<b>KS2</b>	<b>2 Classes</b>	Year 3
	<b>2 Classes</b>	Year 4
	<b>2 Classes</b>	Year 5
	<b>2 Classes</b>	Year 6

# Storage of Information on Computers

Basic information about pupils is held on the computer to assist with the efficient organisation of the school and the children's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff. It may be used for statistical purposes but this will not enable any individual to be identified.

The school has registered with the Data Protection Registrar details of persons to whom they may wish to disclose information. By law, under the provisions of the Data Protection Act 2018, information may only be disclosed to other persons in accordance with this registration. The school is registered to disclose personal information to:

- 1) Family, relatives, guardians/trustees
- 2) Past, current or prospective employers
- 3) Legal representatives, doctors, dentists, other health advisors
- 4) Department for Education, Department of Social Security
- 5) Local Education Authority and Social Services

It is the policy of the Governors that such information is confidential and that, even where a need to disclose information has been registered, it will only be divulged in exceptional circumstances and will be kept to the minimum necessary to achieve the purpose. The policy is, of course, subject to any law which imposes a duty of disclosure on the Governors and complies with the Freedom of Information Act.

If you are concerned about any aspect of personal information held on the computer, please contact the Headteacher in the first instance or write to the Information Governance Manager, Derby City Council, The Council House, Corporation Street, Derby, DE1 2FS.

## **Arrangements to view documents**

The school holds a considerable number of documents that are available for parents to view, if they wish. These documents include L. A. and Governors' statements, Ofsted reports, policies on discipline, special needs etc. Arrangements to see documents should be made through the Headteacher.

# Secondary Education

Children normally remain at this school until the end of the school year in which they are eleven, when most transfer to John Port School in Etwall, Littleover Community School, or Murray Park School.

It is important to remember that your child's designated secondary school is largely determined by your address and not the primary school he/she attends.

We have established a good relationship with our local secondary school staff, consequently the transition from primary to secondary school is relatively easy. Secondary staff visit our school and the children who are leaving, visit the secondary school during the summer term prior to transfer.



# The Curriculum

A happy child will grow in confidence and fulfil his/her potential. The staff at Mickleover Primary School are committed to the total development and care of your children so that they make progress intellectually, socially, emotionally and physically. This will be best achieved through a partnership between home and school.

## **Our Curriculum Aims**

We hope that our curriculum will enable all young people to become:

- **Successful learners who enjoy learning, make progress and achieve**
- **Confident individuals who are able to live safe, happy and fulfilling lives**
- **Responsible individuals who make a positive contribution to society.**

We have therefore designed a curriculum to encourage the development of life skills, such as independence, collaboration, problem solving etc, in your children. We use a cross-curricular, or topic-based approach to learning where possible, which gives the children opportunities to develop and use these skills in practice. If you would like to see the school's Curriculum or Teaching and Learning policy, please see our website. In addition to this you will also be able to see the overview of the curriculum we teach in each year group throughout the school.

Positive steps are taken to ensure equality of educational experience for all children of both sexes and of all ethnic groups and cultural backgrounds. We are opposed to racism in any form and we try to promote tolerance and understanding in all of our pupils.

# Maths

At MPS we aim to ensure that children are confident and enthusiastic in their approach to maths and have quick and agile mental maths skills. We encourage children to develop maths skills that enable them to explore and solve problems encountered in the 'outside world'. Our maths curriculum teaches and develops a logical approach to solving problems and develops mental strategies, which again are valuable in everyday life.

ICT is used to develop maths skills and the understanding of numerical concepts further. The majority of maths taught at Mickleover Primary School is done through a daily maths lesson, linked to the New National Curriculum where children explore the key concepts of place value, number, geometry, measures, statistics and reasoning. Children are also encouraged to make links between these areas and other areas of the curriculum.

# English

The school follows the National Curriculum for English which aims to promote high standards of literacy by 'equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment'. Our English curriculum involves spoken language, reading, spelling, grammar, vocabulary, writing and drama. English is a subject in its own right, however we recognise that reading, writing, vocabulary and spoken language are also integral in the teaching of all other subjects. By making these links to other subjects, we aim to strengthen pupils understanding and fluency of fundamental literacy skills. Subsequently, all children are given a range of experiences and purposes to make the learning journey enriching and meaningful.

From the Foundation Stage, there is a strong and systematic approach to the teaching of reading using a carefully constructed and progressive phonics programme. Our children's reading is further enhanced by high quality reading materials matched to their independent reading levels and phonics ability. Furthermore, our reading curriculum takes a broad and balanced approach, full of opportunities to explore, discuss, understand and develop vocabulary. In order to do this we pride ourselves in offering a variety of reading experiences across the curriculum using varied and quality texts. Above all, we strive to ensure that every child at Mickleover Primary School becomes a lifelong reader who has a fully developed appreciation of reading and literature.

# Science

The focus of our science teaching is to give children the knowledge to begin to understand the world around them and the practical skills to enable them to investigate more. We want the children to be curious scientists, with a desire to question, investigate and reason scientifically. Where possible, the subject will be taught through practical activities, exploration and investigation. The children will communicate their ideas through pictures, writing and discussion. Frequent links are made with other curriculum areas, particularly reading and writing.





## Computing

The aim of our computing curriculum is to prepare children to participate in a rapidly changing world that is increasingly being transformed by developing technology. We hope that our children will use the technology at their disposal to explore, analyse, exchange and present information. They will develop their computer literacy so that ideas and experiences from a wide range of people and cultures can be quickly accessed. Our ultimate goal is that children's initiative and independent learning is increased through their school experiences. The school has a well equipped computer suite where all the children are able to develop computing skills which help enhance all areas of their learning.

Computers are used across all age ranges and subjects with particular emphasis on word processing, data handling, graphics, programming and computational thinking. By making full use of the computer suite and class based computers, our aim is to give all children confidence in using this technology as an extra dimension to their work. All children have access to the school's Learning Platform which is regularly updated with fun activities and tasks which help to support the curriculum and you child's learning. E safety is an integral part our Computing and PHSE curriculum.



# Modern Foreign Languages

Throughout the school and with a particular emphasis in Key Stage 2, our children are given the opportunity to learn a modern foreign language (MFL). At Mickleover we have chosen to teach French as our MFL, but through daily classroom routines our children are also introduced to other languages.

In accordance with statutory guidance, French is taught through the use of songs, rhymes, games and stories. These lessons further enrich the curriculum and have a strong speaking and listening emphasis, helping children to develop key skills that can be used in other areas of the curriculum.

The aim of these lessons is to familiarise the children with the sounds of the French language as well as the culture and traditions of France. We hope that through these activities our children will enjoy listening to and speaking in French, and will be able to listen and respond to familiar words, phrases and sentences.

# Design & Technology

The new national curriculum for design and technology aims to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

At MPS, we aim to provide creative and practical based activities where children can build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users. The children are encouraged to critique, evaluate and test their ideas and products and the work of others. Our DT curriculum also includes aspects of food preparation, nutrition and cooking. The children learn about a healthy and varied diet, where food comes from and seasonality.

## PE

Physical Education develops pupils' physical competence and confidence in a range of physical skills. In the FS and KS1 curriculum, children focus on the fundamental movement skills, enabling them to develop their control and coordination in a variety of activities through games, gymnastics and dance. As the children move into KS2, these skills are further developed and applied to a range of sporting games eg netball, football and orienteering. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It also promotes positive attitudes towards active and healthy lifestyles.

The school offers considerable opportunities for children to experience and enjoy many sporting activities both within the curriculum and through extra-curricular activities. Staff organise midday and after school clubs, inter-school and intra-school games and arrange for coaches and sports specialists to help with teaching. There is a well-equipped hall with PE apparatus and a spacious sports field.

Active Playtimes, run by trained Mini-Leaders, encourage the children to be more active at playtime and run a variety of activities and games which the children can choose to participate in. A similar system is run at lunchtime by a midday supervisor, who along with the Mini-Leaders, oversees the use of equipment and helps the children to organise games.

## PSHE

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and become informed, active and responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

# The Arts

Pupils have the opportunity to create their own work, for example; pictures, models, music, plays, mimes or poems; they also experience the achievements of artists, composers and writers. They are encouraged to express their own understandings and feelings through drawing, painting, modelling, designing and constructing, the use of musical instruments and drama. The experience of making, performing, composing and inventing is regarded as essential in preparing our children for their future work and leisure.

# Relationship, Sex & Health Education

We aim to prepare our children for the physical and emotional changes they will encounter as they reach puberty and how these impact on their relationships with other people. To ensure that all children leaving the school understand these changes, they are taught about them as appropriate throughout Key Stage 2. This element of teaching is only part of the wider topic of health education which is ongoing throughout the school. Throughout the age range of the school we endeavour to deal factually, honestly and simply with children's questions about physical differences between the sexes and about human reproduction. Care is taken to match the approach to sex education with the maturity of individual children.

# Geography

Our pupils explore and investigate the area in which they live as well as undertaking studies that enable them to develop an appreciation and understanding of the variety of physical and human conditions on the Earth's surface. In addition there are opportunities for pupils to enquire into important issues concerned with the quality of the environment, the use and interpretation of maps, knowledge of places and environmental features. Wherever possible these experiences are provided through educational visits, visitors into school and "work in the field".

# History

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present and what past societies were like. As they do this, pupils develop a chronological framework for their knowledge of significant events and people.



## Religious Education

Religious education is part of our curriculum, being mainly Christian in approach. The other five major religions and humanist beliefs are also discussed through topic work and assemblies, which supports the children's understanding of the world around them.

Through classroom teaching and school assemblies, pupils are encouraged to reflect upon aspects of human life and the natural world which raise questions of ultimate meaning and purpose. Central elements of the Christian and other major faiths are introduced to our pupils through stories, ceremonies, festivals and moral codes.

There is an emphasis on stories of people past and present whose lives have set good examples, and stories which communicate religious ideas about the origin and purpose of the world.

During some part of each day there is a corporate act of worship.

If you feel unable to allow your child to take part in RE lessons or assemblies then you have the right of withdrawal. Please contact the Headteacher if this is the case.

# Parents & Teachers

We endeavour to maintain a very close parent/teacher relationship in school. It is very natural that you should wish to be kept informed of your child's progress. We do this through "Parent Meetings" held twice a year. An annual written report is sent to parents and the results of tests at the end of each Key Stage are also communicated to parents. (Please note that at the end of Key Stage 1, this is teacher assessment.) In addition the staff will make themselves available when you have a particular problem to discuss relating to your child. It is helpful if you give prior notice of your visit, unless it is only a very brief word that you need. If you have particular problems concerning your child, we are willing to discuss these after school on most evenings.

Encouragement is essential. If you want to help your child at home, come in and ask if you are puzzled or if you want to understand more. It is important that your child should not get muddled by two different methods of teaching. We would be delighted to explain how we do it at school. Letters, newsletters and curriculum letters are sent out at regular intervals informing parents of project work and general organisation. This is all part of our policy to keep parents as fully informed as possible.

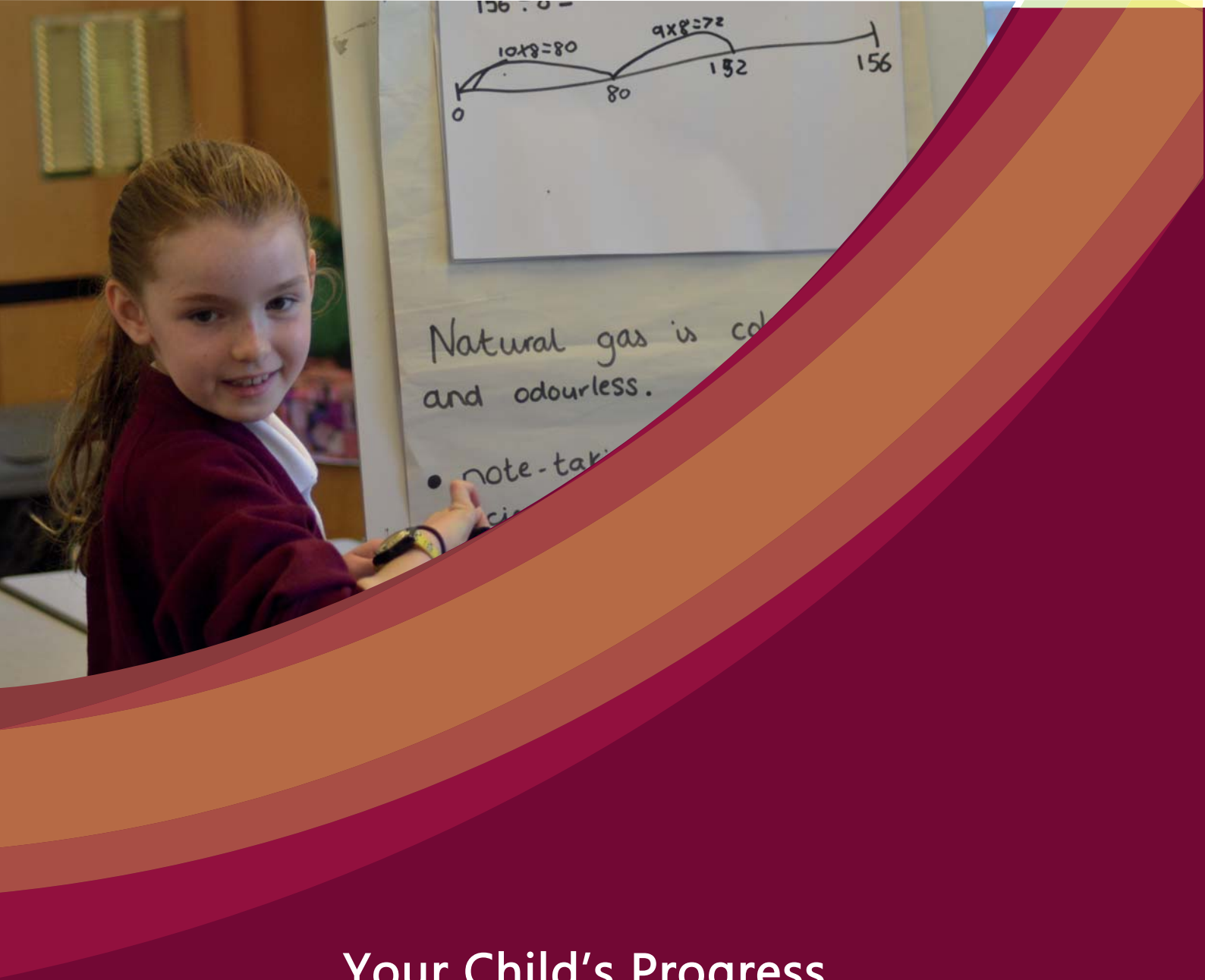
## **Parent Help**

Many of our parents help in school during the day - sometimes helping in lessons, cooking, listening to readers, displays, library and sports. If you would like to help in any way please let us know. We are always in need of an extra pair of hands.

## **Behaviour**

We aim to maintain a friendly atmosphere throughout the school and promote an attitude of mutual respect and care for others built on an understanding of everyone's worth as an individual. We are committed to providing high quality education. This means promoting positive attitudes and behaviour so that pupils become responsible for their own actions and increasingly independent members of the school community. Positive behaviour management uses rewards and sanctions to achieve an ethos of kindness and co-operation through the acknowledgement of the school promises and high expectations that these are upheld. Each class is in the charge of a class teacher who deals with day to day discipline problems which arise within the classroom or on the playground. If problems persist, or are more serious, then they are referred to Mrs Halliday or Mrs Jones, our Assistant Headteachers. Matters of serious concern will be referred to Mrs Gerver.

Parents of those pupils whose academic achievement or behaviour is causing concern will be informed immediately and invited to school to discuss the situation. Procedures for dealing with behaviour problems are worked out for each individual case but might involve the withdrawing of privileges, for example loss of playtime, or being put "on report". Serious instances of unacceptable behaviour or failure to improve whilst "on report" must be reported to the Governing Body and could result in the exclusion of a pupil. It is not often that bullying takes place in school, but if this does occur, we need to be informed immediately. We encourage our children to tell a friend or an adult if they have a problem. We use a positive approach to discipline wherever possible and look to reward good behaviour and positive attitudes in the form of 'Top Table' (good behaviour and attitude during lunchtimes) and Outstanding Team Member (good behaviour and attitude in class). If you would like to see the school's Behaviour or Anti-Bullying policies, please see the school website.



## Your Child's Progress

This will be measured in a number of ways:

- 1) We shall maintain internal records
- 2) Teachers will carry out regular assesment
- 3) Your Child receives regular targets for Maths & English
- 4) There will be National tests known as Standard Assessment Tasks. Progress in the core subjects will be measured against national standards at the age of 7 (KS1) and 11 (KS2).

# Remote Learning

In the event that a pupil, class or year group has to isolate due to COVID, a full time-table is put in place within 24 hours, which can be accessed remotely from home, via the school's Learning Platform. This is also the case should schools be closed.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Some differences may occur in the PE curriculum due to restricted access to space and equipment at home. We use a combination of the following approaches to teach pupils remotely:

- Recorded teaching eg Oak Academy, White Rose Maths
- Video & audio recordings made by the teacher
- Printed packs as appropriate
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequence
  - Some live teaching through the registration sessions via Teams

For more information about our remote learning offer, please see the Remote Learning Plan on the website.

## Before & After School Clubs

Our club team is managed by Mrs Radford, and is set up to provide a wide range of play opportunities for children aged 4 – 11 years, which allows the children to develop good social skills with others at different age and development stages.

During your child's time our Club they will have the opportunity to free choice play as well as take part in activities, which are planned in consultation with the children.

Children have a choice of foods at breakfast and for after school snack, the drinks and food offered are in line with the schools healthy eating policy and the School food standards.

**Before School Club is 7.45-8.55am £5.50 per session**

**After School Club is 3.20-6.00pm £9.50 per session**

You will receive a monthly invoice which must be paid in full before the start of the month. Payment should be made online via Tucasi/Scopay, see information on our website. We also accept a wide range of childcare vouchers. If you pay for childcare, using childcare vouchers, it can save £1,000s a year in tax. These vouchers - available via a special Government scheme and operated through employers - allow you to pay for childcare from your PRE-TAX salary. Ask your employer for more information.

The children are cared for by a qualified team of staff that ensure a quality, safe and affordable childcare provision within a happy and friendly environment. We work alongside the school with its support network and facilities to ensure consistency in meeting children's individual needs. Please contact the school office if you require any additional information.



## Special Needs

A member of staff is responsible for co-ordinating the special needs of children throughout the school and works closely with our Inclusion Manager. An annually elected governor is also responsible for ensuring that the school's arrangements to meet the needs of all children with special needs are satisfactory.

Our aim is early identification and assessment. Those children with identified special needs are taught in their own mainstream class with additional support where possible, both from teaching and non teaching staff. Please refer to our SEND policy and School Offer available via our learning platform or website, for further information.

An active, working partnership with parents is essential so that everyone's views, knowledge and experience can be pooled for the benefit of each child.

We are a fully inclusive school and aim to integrate all children into the academic and social life of the school so that they feel enabled to achieve their full potential. Please see both our Accessibility Plan and Policy, available via our website or the school office, for further details. In school we have disability ramps to ensure easy access to our buildings and 2 disabled toilets.





## Safeguarding

Parents should be aware that the school is required to take any reasonable action to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, the Headteacher is obliged to follow the Child Protection Procedures established by the Derby and Derbyshire Safeguarding Children Partnership and inform Social Care of the concern. If you want to see the school's Child Protection or Looked After Children Policies, please see our school website.

## Equality

Positive steps are taken to ensure equality of educational experience for all children of both sexes and of all ethnic groups and cultural backgrounds. We are opposed to racism in any form and we try to promote tolerance and understanding in all of our pupils.

# School Uniform

Part of a school's image depends on the appearance of its pupils and for this reason we expect the wearing of school colours:

- maroon cardigan /pullover/ sweatshirt
- white shirt or polo shirt
- grey/black trousers or skirt
- Girls - pink or maroon, check or stripe dress during the summer (if preferred)
- Boys – grey shorts during the summer (if preferred)
- black, flat shoes, both for winter and summer (NB white or dark coloured sandals may be worn)

It is important that children wear appropriate footwear suitable for indoor and outdoor use. We therefore ask that trainers are only worn for outdoor games activities and that if children come to school wearing boots or trainers that they have school shoes to change into.

Sweatshirts, cardigans and polo shirts can be purchased through any of our suppliers, contact details can be found on our website. Book bags, PE bags and water bottles can be purchased through our school office. It is essential that all items of clothing and footwear are clearly marked with a name.

## **Wearing Of Jewellery & Earrings**

The children should not wear any form of jewellery since it can be lost or damaged. Earrings can be dangerous during such activities as PE and games. They must be removed for these lessons. If your child cannot remove their own earrings, then you must ensure that they are taken out before coming to school on PE days. We cannot accept responsibility for accidents caused by the wearing of jewellery and earrings. If children have pierced ears and have to wear earrings at school, only small, plain studs are allowed. (Please note that this does not include 'fashion' studs)

## **PE kits**

Children will come to school in their PE kit on their 2 PE days. The PE kit is:

### **Infant children (Reception, Year 1, Year 2)**

- Plain white t-shirt
- Blue or black PE shorts for indoor PE
- Plain blue, black or grey joggers to wear during the day and for outdoor PE
- School sweatshirt or school hoodie (must be burgundy).

### **Junior children (Year 3, Year 4, Year 5, Year 6)**

- Plain PE t-shirt in their house colour. Team colours are:  
Bakewell – yellow  
Buxton – red  
Ashbourne – royal blue  
Castleton – emerald green
- Blue or black PE shorts for indoor PE
- Plain blue, black or grey joggers to wear during the day and for outdoor PE
- School sweatshirt or school hoodie (must be burgundy).



## Health

If you have any concerns about your child, then we can contact the school nurse and arrange an appointment for your child within school time.

Be quite sure that your child can see and hear well and that any speech difficulties are not the result of a loss of hearing. If you have any doubts, discuss them with your doctor well before the time for starting school. Should there be any difficulties please tell us when your child joins us so that we can keep them in mind when dealing with him/her in the classroom.

## Health & Safety

The safety of your children is taken very seriously. An appointed member of staff acts as the health and safety representative carrying out regular safety checks. Items of equipment, particularly electrical, are tested frequently. Fire drills are carried out regularly. The majority of staff, both teaching and non teaching, have undergone some basic first aid training. We also have two fully trained first aiders on site and a number of paediatric first aiders.

# Infections & Medicines

## **Administering of medicines**

There are two main sets of circumstances in which requests may be made to the Headteacher to deal with the administration of medicines to pupils at school. These are:

- 1) Cases of chronic illness or long-term complaints, such as asthma, diabetes or epilepsy.
- 2) Cases where children are recovering from a short term illness, but are well enough to return to school. Eg antibiotics

Please refer to the school's policy regarding the administering of medicines. Wherever possible, prescribed medicines should be administered by parents out of school time. Where this is not possible and the Headteacher agrees to accept responsibility for the administering of medicines to children, the following safeguards should be followed:

- 1) A Doctor's note should be received, preferably delivered by the parent, to the effect that it is necessary for the child to take medicine during school hours. The note should give clear instructions concerning the required dosage.
- 2) The medicine MUST be brought into school by the parent or guardian, NOT the child.
- 3) Medicines must be clearly labelled with the CONTENTS, OWNER'S NAME AND DOSAGE. If at all possible, a single dose should be sent in a clearly labelled bottle.
- 4) A form, available from the school office, must be signed by the parents/guardian giving permission for the medicine to be administered and giving clear instructions regarding dosage.

## **Please Note**

If your child shows symptoms of illness please do not send him/her to school as infections spread rapidly. A little discretion can prevent wholesale illness.

Under no circumstance should children be allowed to bring paracetamol or aspirin into school. Your co-operation with this most important part of our school organisation is most essential. If your child is receiving medical treatment and is taking medicine then he/she is probably better off at home. However, your doctor may agree to a return to school whilst antibiotics are being taken. Please keep us informed about the health of your child. If your child is absent through illness we ask that you inform the school office before the start of the morning session, explaining the circumstances. If no phone call is received then we will make a phone call to ensure that your child is not supposed to be attending school on that day.

## **Injuries**

Children injured at school are treated according to the severity of the injury. If the injury is serious then parents are informed and arrangements made for the child to be taken to hospital.

# School & The Community

Mickleover Primary School has a "Friends of the School Association" FOMPS which is open to all parents, teachers and governors. A committee is responsible for arranging a number of fund raising and social activities throughout the year. We see ourselves as part of the Mickleover community and as such are pleased to welcome anyone, regardless of age, into our school.

Whenever possible we invite parents, relatives, friends and senior citizens to functions like plays, concerts, fairs and special services such as Christmas and Harvest Festival. We value the contributions that the community makes to our school.

## Safety

In order to maintain a safe environment for our children we request parents strictly adhere to the following guidelines:

- During the working day please enter school through the main entrance and report to the school office.
- Having reported to the office, please wear an identity badge if you remain on the premises.



# School Meals

We have a “whole school approach” to encouraging good diet and nutrition and as such have a healthy school policy in place. This is supported by our dedicated on site catering team lead by Mrs Hutchinson our catering manager. We offer a varied selection of hot and cold lunch options using locally sourced and seasonal produce that is then prepared and cooked on site ensuring the highest standards of freshness, quality and nutritional value. Please refer to our website to access our current menu.

We promote a relaxed and fun dining experience where students are actively encouraged to try new things. Our menus are changed seasonally and students are always involved in this process through our School Food Council.

Under a government initiative, fresh fruit is supplied at break times each day for all our Infant children. Children in the Juniors may bring fresh fruit or dried fruit to eat at break if they wish.

Children are encouraged to bring the school’s water bottle into school each day so they can drink water at regular intervals. Water bottles can be purchased from the school office. Please note that during lesson time, only water may be drunk, so please help us by sending the bottle ready filled.

As a Health and Safety issue, and also in line with our Healthy Eating Policy, we do not allow the bringing of ‘treats’ e.g. sweets or cake to share after birthdays and holidays.

The daily cost is currently £2.35. All dinner money for the week should be paid advance using the online Tucasi/Scopay system.

The catering manager needs to know the number of children she is catering for by 9.30am each day. If your child is going to be late, for example attending the dentist, please tell the class teacher the previous day, or phone and leave a message on the answer machine.

If you think your child may be entitled to free school meals, please come into the office and we will help you access the necessary forms.



## Extra Curricular Activities

Our staff provide a variety of lunchtime and after-school extra curricular activities covering sports, music and art. The activities on offer change with the time of year and children are kept informed of what is currently available. These activities (organised by teachers and other volunteers in their own time) are voluntary, but the child is expected to attend regularly once they have joined.

Activities may include; gymnastics, archery, cricket, football, netball, table tennis, recorders, athletics, short tennis, choir, chess, art, wind band and running club.

Sometimes there may be a small charge for extra-curricular activities in order to provide the necessary materials, or if an outside coach is running the session.

## Homework

Homework is set for all year groups, although in the early years this will mainly be reading. As the children progress through school, more formal homework is set, including the learning of spellings and times tables, literacy and maths.



## Parents' Voluntary Contributions

The Governors recognise that the school, in partnership with parents, provides an interesting and varied curriculum. The willingness of parents to provide materials, ingredients and help towards the cost of visits enables the school to reach out beyond the classroom. Pupils benefit enormously from these exciting opportunities which provide a great stimulus and understanding for what is being taught.

Regulations require that payment in cash or kind for activities in school is voluntary and pupils not contributing must be included in activities open to their peers.

The restriction on charging for school activities does not in any way prohibit or restrict the school from seeking voluntary contributions in support of a school activity and it is also clear that the school is not bound to pursue a proposed activity if parents are reluctant to support it.

The school will continue in its endeavours to provide, with voluntary help from parents, an interesting and varied curriculum for its pupils - your children.

Under the Education Reform Act 1988, schools are required to have a charging and remissions policy. Mickleover Primary School's policy available on the school website.





## Visits & Visitors

Every class in the school is involved in a number of educational visits each year. These visits may only be a few hundred yards from school and carried out on foot, or alternatively they may be many miles, travelling by coach. These visits are never designed to be just “a day out” and are always risk assessed before the day of the visit. A great deal of thought and effort goes into the preparation and follow up work for these visits, which are normally arranged to supplement the work already being undertaken in the classroom.

From time to time we are able to bring into school people from the local community to:

- talk about their work, e.g. fireman, policeman etc;
- talk about an event in the community;
- talk about road safety;
- perform a play;
- perform pieces of music.

# Raising Concerns

From time to time parents, and others concerned with the school, will become aware of matters that cause them concern. To encourage resolution of such situations the Governing Body has adopted a "School Complaints Procedure". This has been devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly through the correct procedure
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur

Most problems can be resolved through a meeting with your child's class teacher and this can be arranged through the school office. However, if this does not resolve the issue, full details of the School Complaints Procedure can be found on the school website or the Learning Platform.



# Holidays

The school holidays for 2021-22 are as follows:

## Autumn Term 2021

Term Begins:	Thursday 2nd September
School Closes:	Friday 22nd October
School Opens:	Monday 1st November
School Closes:	Thursday 23rd December

## Spring Term 2022

School Opens:	Monday 10th January
School Closes:	Friday 18th February
School Opens:	Monday 28th February
School Closes:	Friday 8th April

## Summer Term 2022

School Opens:	Monday 25th April
School Closes:	Friday 27th May
School Opens:	Monday 6th June
School Closes:	Friday 22nd July

Inset days:	22nd October
	23rd December
	11th March
	20th June
	11th July





# Mickleover Primary School

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